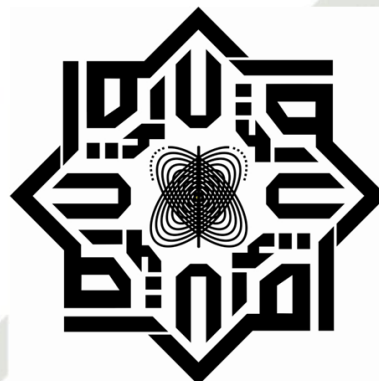


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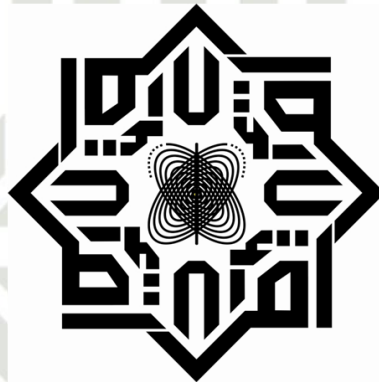
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# **THE ANALYSIS OF TEACHER'S STRATEGIES IN DECREASING STUDENT'S ANXIETY AT SMAN 1 SINGINGI**

A Thesis

Submitted in Partial Fulfilment of the Requirements  
for Bachelor Degree of Education  
(S.Pd )



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## EXAMINERS APPROVAL

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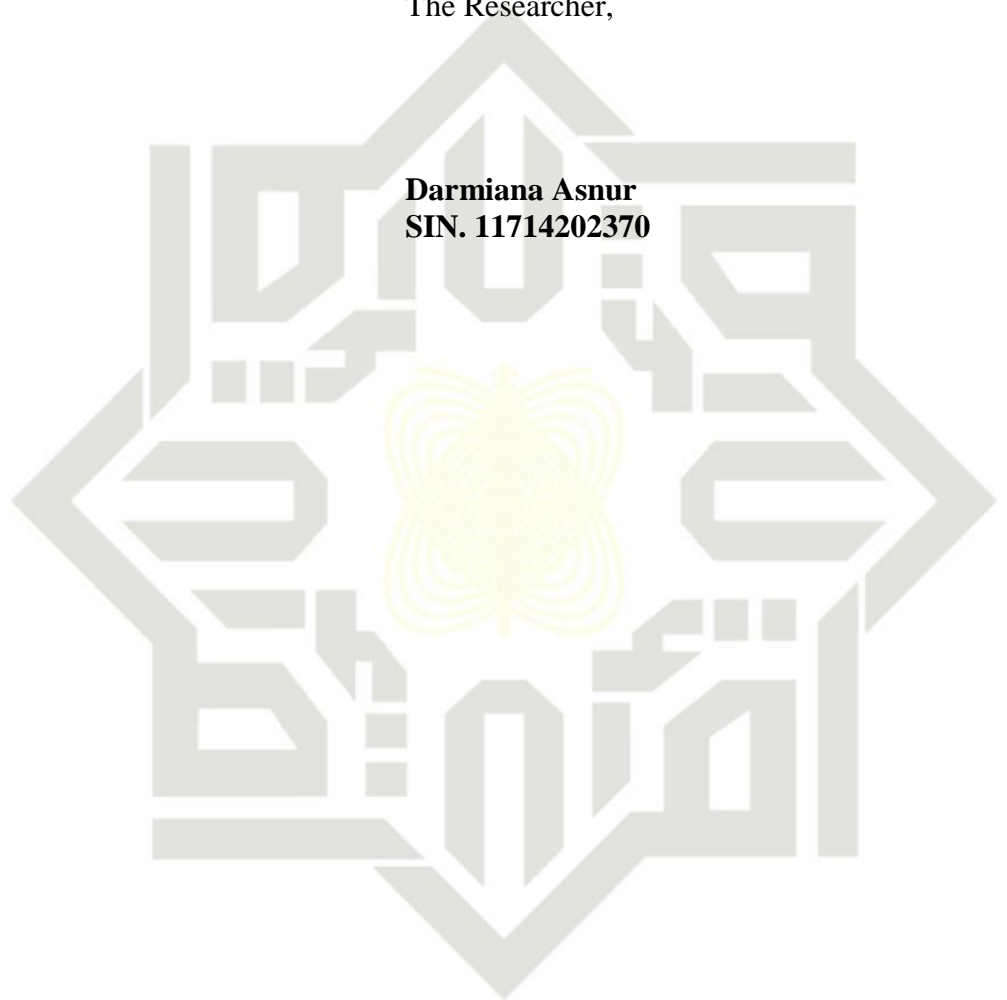
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Pekanbaru, 23 December 2020  
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## ABSTRACT

**Darmiana Aznur (2021): The Analysis of Teacher's Strategies in Decreasing Student's Anxiety at SMA N 1 Singingi.**

The purpose of this research is to explore Teacher's Strategies in Decreasing Student's Anxiety at SMA N 1 Singingi. The anxiety faced by students when speaking in a foreign language class is considered to be one of the most effective problems that can prevent students from learning the target language. Qualitative research using this interview method aims to find out what strategies are used by teachers at SMAN 1 Singingi to overcome anxiety in English class. To do so, a teacher who teaches English at Singi 1 Public High School who has had 15 years of teaching experience participated in this study. The data were collected through interviews which were analyzed qualitatively. The researcher gave several questions to the teacher regarding what strategies were used to overcome anxiety in the English classroom, after which the researcher recorded conversations in Indonesian using a cell phone. Analysis of the data collected revealed a number of problems causing foreign language learners' speaking anxiety. Furthermore, the use of several strategies can help reduce the anxiety in the English classroom felt by foreign language learners and encourage them to feel less anxious and feel relaxed. As a result, the use of several strategies implemented by the teacher can make students feel more relaxed and feel less anxious in foreign language classes.

**Key Words:** *Foreign Language, Anxiety, Teaching Strategies*



## ABSTRAK

**Darmiana Asnur (2021): Analisis Strategi Guru dalam Mengurangi Kecemasan Siswa di SMA N 1 Singingi.**

Tujuan dari penelitian ini adalah untuk mengeksplorasi Strategi Guru dalam Mengurangi Kecemasan Siswa di SMA N 1 Singingi. Kecemasan yang dialami siswa ketika berbicara di kelas bahasa asing dianggap sebagai salah satu masalah paling efektif yang dapat menghalangi siswa untuk mempelajari bahasa target. Penelitian kualitatif dengan metode wawancara ini bertujuan untuk mengetahui strategi apa yang digunakan guru di SMAN 1 Singingi untuk mengatasi kecemasan di kelas bahasa Inggris. Untuk itu, guru pengajar bahasa Inggris di SMA Negeri 1 Singingi yang telah berpengalaman mengajar selama 15 tahun berpartisipasi dalam penelitian ini. Pengumpulan data dilakukan melalui wawancara yang dianalisis secara kualitatif. Peneliti memberikan beberapa pertanyaan kepada guru mengenai strategi apa yang digunakan untuk mengatasi kecemasan di kelas bahasa Inggris, setelah itu peneliti merekam percakapan dalam bahasa Indonesia menggunakan ponsel. Analisis dari data yang dikumpulkan mengungkapkan sejumlah masalah yang menyebabkan kecemasan berbicara pada pembelajar bahasa asing. Selain itu, penggunaan beberapa strategi dapat membantu mengurangi kecemasan di kelas bahasa Inggris yang dirasakan oleh pembelajar bahasa asing dan mendorong mereka untuk merasa tidak terlalu cemas dan merasa rileks. Hasilnya, penggunaan beberapa strategi yang diterapkan oleh guru dapat membuat siswa merasa lebih rileks dan tidak lagi merasa cemas di kelas bahasa asing.

**Kata Kunci:** *Bahasa Asing, Kecemasan, Strategi Mengajar*

## ملخص

درميانا أزنور، (٢٠٢٠): تحليل استراتيجية المدرس في تقليل قلق التلاميذ في المدرسة الثانوية الحكومية ١ سينجيني

القلق الذي يواجهه التلاميذ عند الكلام في فصل اللغة الأجنبية يعتبر أنه أكثر المشكلات فعالية التي يمكن أن تعيق التلاميذ عن تعلم اللغة الهدف. فهذا البحث الكيفي الذي يستخدم طريقة الملاحظة يهدف إلى معرفة ما هي استراتيجية استخدمها المدرس في المدرسة الثانوية الحكومية ١ سينجيني لتقليل قلق التلاميذ في فصل اللغة الإنجليزية. ولذلك أصبح مساعدا لهذا البحث مدرس عمل مدرسا منذ ١٥ سنة ماضية والبيانات تم جمعها من خلال الاستبيانات والمقابلات ثم حلت بتحليل كيفي. وطرح الباحث عدة أسئلة للمدرس عن الاستراتيجية التي استخدمها لتقليل قلق التلاميذ في فصل اللغة الإنجليزية، وقامت بتسجيل الحوار الصوتي الإندونيسي بتطبيق الجوال. وقامت بإرسال الاستبيانات التي تتعلق بالاستراتيجية التي استخدمها المدرس للحصول على الرد.

ومن خلال البيانات التي تم جمعها وتحليلها حصلت الباحثة على بعض المشكلات التي تؤدي إلى القلق في الكلام لدى دارسي اللغة الأجنبية. فضلا عن ذلك عرف بأن استخدام استراتيجيات متعددة تساعد على تقليل قلق التلاميذ في فصل اللغة الإنجليزية وتجعلهم مريحين دون القلق عند التعلم في فصل اللغة الأجنبية. الكلمات الأساسية: اللغة الأجنبية، الفصل، القلق اللغوي، التلاميذ.



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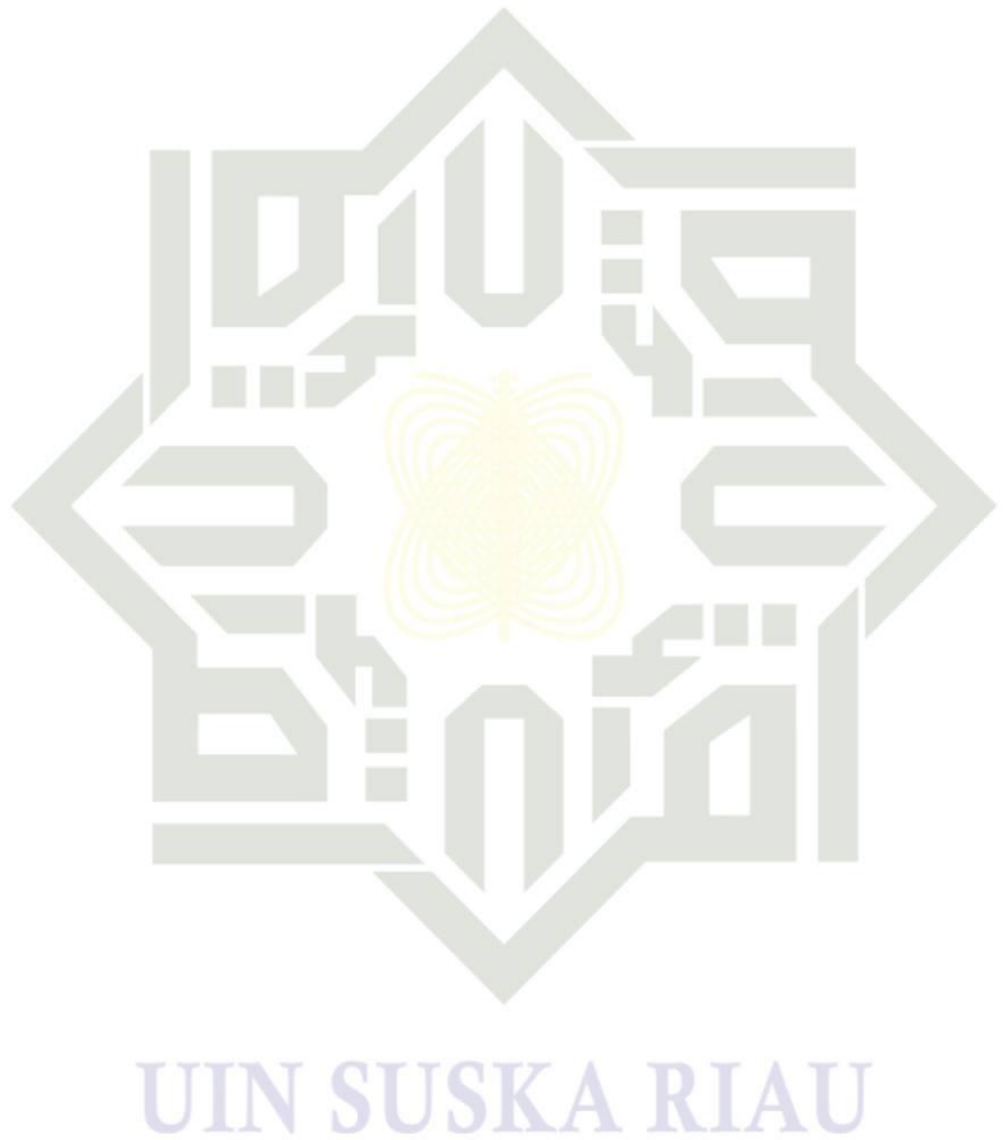
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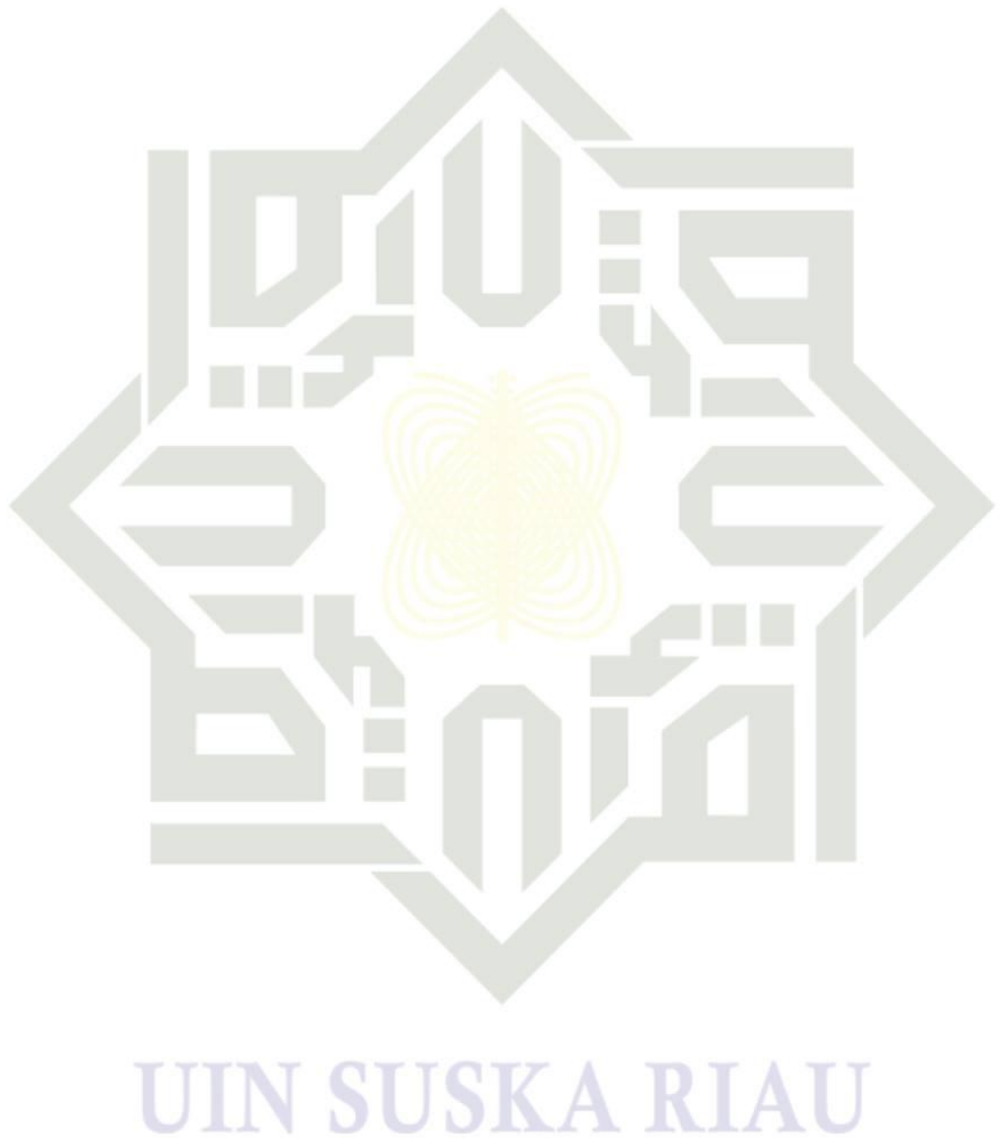
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## CHAPTER I INTRODUCTION

### A. Background of The Problem

English is one of the international languages. English has become a global language, because many countries use it as a second language for communication, while also being used in various fields such as politics, diplomacy, international trade and industry, trade, science and technology, education, media, information technology, and popular culture (Crystal, 2003). In learning English, four skills are needed to be mastered by students. They are listening, speaking, reading, and writing.

According to Papamihel (2002) anxiety can be related to threats to self-efficacy and appraisal of situations as threatening. Students who have speech anxiety are often very calm and passive and can therefore also receive less attention from teachers in comparison with noisy, antisocial and aggressive children. Since these students do not cause any disciplinary issues, their "calls for assistance" are scarcely heard, causing them to fall into a deeper and deeper silence. Typically, these students give up very early. Many reasons to take into consideration might be lack of confidence in terms of anxiety about making errors as stated by Boonkit (2010).

SMA N 1 Singingi is one of the state senior high schools in Kuantan Singingi, as a formal institution, this school also provides English as a compulsory subject in this school. Based on the 2013 curriculum as used at the school, English is learned for 45 minutes for 1 hour of learning,

the allocation for learning English is learned for 90 minutes in 2 hours of learning for one week. In the 2013 curriculum for high school students, there are now subjects that make students have to make presentations in front of the class.

In line with the idea above, anxiety is one of the most important personality concepts in psychology and language learning. This concept is broadly defined as 'the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system' (Spielberger 1983, 1). The type of anxiety that is typically associated with learning foreign languages (FLs) is referred to as 'foreign language anxiety' (FL anxiety). This term was conceptualized by Horwitz, Horwitz, and Cope (1986, 128) as 'a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. FL anxiety investigation seems to be a particular concern in English education in Indonesia because most Indonesia experiences FL anxiety. At this time, many students have the primary goal of passing the exam rather than learning to use the language properly. At this time many FL students fail to gain proficiency in the language.

Tanveer (2007) stated that those kinds of activities may make students feel anxious speaking in a foreign language. Horwitz & Cope (1986) indicate that foreign language anxiety may affect students' oral comprehension in the classroom. Anxious students are reported to be

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always moving around the class during the learning process, felt left behind, and need a longer time to study. And, the oral production of anxious students is reported to be smaller than the relaxed ones. These may lead to the image that anxious students are incapable of foreign language communicator (Macintyre & Gardner, 1991).

Based on a study by Hembree (1988), generally, language anxiety focused on cognitive, affective, and behavioral approaches. The cognitive approach in dealing with students' thoughts of disturbances occurs in the classroom. The effective approach dealing with emotional therapy attempts to change the negative feeling of language learning. The behavioral approach assumes that anxiety occurs due to poor academic skills. Nonetheless, Ohata (2005) says that there are two methods used to reduce students, (1) 'creating a comfortable classroom environment' and (2) 'procedures that encourage successful students'. The first makes students comfortable with fun activities, remembering, and playing music; the latter is centered on asking open-ended questions, asking for group work, gathering challenging expectations, and rearranging student mistakes. Horwitz (2017) will determine the second method 'will remain the best choice.

Based on the explanation above, student anxiety is essential in learning a foreign or second language. However limited study on exploring Teachers' Strategies for Alleviating EFL Learner Anxiety in classroom presentation especially in Indonesia content found. In this regard, most of

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the research studies focus on learners speaking anxiety in EFL classrooms, and classroom presentations (e.g Mai Munah, 2015) causes of the students' anxiety to speaking English in one senior high school in Jambi city, (e.g Fakieh Alraba, 2004).

Based on some of the previous studies mentioned above, it can be assumed that most of the previous studies aimed to find out the factors that cause anxiety, learning strategies for students who experience language anxiety, and effective solutions to overcome anxiety. However, only a few studies related to exploring Teachers' Strategies for Alleviating EFL Learner Anxiety. There are only one studies that have investigated the Teachers' Strategies for Alleviating EFL Learner Anxiety (e.g Chieh-Hsiang Chuang) University Teachers' Strategies for Alleviating EFL Learner Anxiety, the previous research found that the collected data emerged a total of seven themes, only three of which were chosen to be resented in this section, partly due to the prescribed scope of this report. The selection criteria involved the number of codes comprising the theme, the literature previously conducted and discussed, and findings intriguing or unexpected. Consequently, the three themes selected were 'making students ready for the task or challenge', 'making use of peers' influence', and 'trying to inhibit students' negative emotions.' Detailed accounts of these strategies are described in the next section.

Besides, practical problems related to EFL Learner Anxiety is also found in Singingi 1 High School. As a formal institution, this school

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provides English subjects, especially for 2013 curriculum reading lessons. Based on a preliminary interview with one of the teachers in SMA Negeri 1 Singingi, some teachers have used some strategies in the class. Senior High School 1 Singingi. Based on a preliminary interview with one of the teachers in State Senior High School 1 Singingi, it was found that some students had anxiety in a classroom presentation. In this regard, when they were learning in the class, some of them were not active in the class. Furthermore, when the teacher gave individual presentations, some of them did not present in front of the class it seems that they wanted to avoid presentation activity.

Based on the explanation above, the researcher felt interested in researching by the title: **"The Analysis of Teacher's Strategies in Decreases Students Anxiety at SMA N 1 Singingi"**

**B. Problem of The Research**

**1. Identification of The Problem**

Based on the background, there are some problems which can be identified as follows:

- a. Some students have difficulty in understanding English at a presentation in front of the class.
- b. Some students had anxiety in a classroom presentation.
- c. Some of them were not active in a learning activity.

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## **2. Limitation of The Problem**

Based on the identification of a problem, the researcher focuses on teacher strategy to decrease students' anxiety at SMA N 1 Singingi. Teachers' strategy is one of the factors to make the students confident in the class. Besides, the researcher also found that the problem that factors make the students anxiety in the English classroom.

## **3. Formulation of the Problem**

Based on the problem above, the researcher formulates the problem in the research "what strategies are used by the teacher in decreasing students' anxiety at SMAN 1 Singingi?"

## **C. Purpose of The Research**

The main purpose of this qualitative study is to explore teacher's strategies in decreasing student's anxiety at SMA N 1 Singingi

## **D. Reasons for Choosing the Title**

The reasons why the researcher is interested in carrying out a research on the topic above are based on several considerations:

1. The problems of the research are very interested and important to be investigated in term teacher's strategies in decreasing student's anxiety
2. The title of the research is no yet investigated by another previous researcher.
3. The location of the research facilities the researcher in conducting the research.



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## **E. Definition Key Term**

### **1. Teacher Strategy**

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010).

### **2. Anxiety**

According to (Mussen et al, 1974) Anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous result.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Teacher strategy

Teachers are professional educators who educate, teach, guide, a direct, train, assess, and evaluate students in early childhood education through formal education, primary education, and secondary education. The teacher is one of the educational staff that is professional-pedagogically a big responsibility in the learning process towards the success of education, especially students' success for their future.

Teaching strategies, also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. An instructor may select different teaching strategies according to unit topic, grade level, class size, and classroom resources. According to Bahri "strategy is a way or a method, while in general, the strategy has an understanding of the outline of the direction to act in business achieve predetermined targets. The strategy is almost the same in tactics, tactics, or politics. Arrangement and resources to efficiently obtain the results of design. The term strategy comes from "nouns" and "words work" in Greek.

The strategy is a combination of the words Stratos (military) with ago (leading) As a verb, strategy means to plan (to Plan actions)

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Mintzberg and Waters, suggest that strategy is a general pattern about decisions or actions (strategies are realized as patterns in streams of decisions or actions). Stated the strategy is perceived as a plan or a set of explicit intention preceding and controlling actions (strategy is understood as a plan or will that precede and controls activities).

Learning strategies mean ways and art to use all learning resources in student learning efforts. As a way, learning strategies are developed with certain rules to form a separate field of knowledge. As an area of strategy, knowledge can be learned and then can be applied in learning activities. Whereas as art, learning strategies are sometimes implicitly owned by someone without ever learning formally about the science of learning strategies. For example, many teachers or teachers (especially at the college level) do not have a scientific background on learning strategies but can teach well and students who are taught feel happy and motivated. Conversely, some teachers have completed formal and possessing their teacher education long enough learning experience, but in teaching ones felt by students "still not good". Why is that? Of course, this can be explained in terms of art. As an art, teaching ability possessed by someone is obtained without having to learn formal teaching methods.

The use of strategies in learning needs to be used because to simplify the learning process so that it can achieve optimal results. Without a clear strategy, process learning will not be directed so that



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learning objectives that have been set are difficult to achieve optimally, with the word learning cannot take place effectively and efficiently. Learning strategies very useful for teachers especially for students. For teachers, the strategy can be used as a guideline and reference for acting systematically in the implementation of learning. For students, strategy users learning can simplify the learning process (simplify and accelerate understanding the contents of learning), because each strategy learning is designed to facilitate the learning process for participants students.

## 2. Foreign Language Learning

Foreign language learning (or Second language acquisition, SLA or second language learning) is the process by which people learn languages in addition to their native language(s). The term second language is used to describe any language whose acquisition starts after early childhood (including what may be the third or subsequent language learned). The language to be learned is often referred to as the "target language" or "L2"; SLA is sometimes called L2A, for "L2 acquisition". There are a few definitions of learning. Concurring to Oxford Advanced Learner's Lexicon (2010: 481), learning is the method of gaining information through cautious examination. In the interim, (Brown, 2000) proposes a definition of learning that "learning is the securing or getting of knowledge of a subject or an aptitude by considering encounter, or instruction".

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Not diverse from the definitions over, Kimble and Garnezy in (Brown, 2000) moreover characterize learning as a moderately lasting alter in behavioral inclination and as the result of fortified hone. It implies that learning is characterized by the altar which ought to be relatively permanent. It is respected as the final result of a period. The length of a period cannot be decided but thealter ought to be the conclusion of a certain period that might take days, months, or indeed a long time.

From the definition over, it can be gathered that in learning there are three primary components. They are altered, behavior, and encounter or practice. When one talks of learning, one is talking almost how behavior is changed through the encounter. Clinicians consider learning to include any kind of changes as a result of fortified home or preparing, whereas educators relate the event of learning to instructive destinations.

Learning may be a alter which is due to an encounter or training not due to normal development. Subsequently, the alter within the learner can be arranged. On the off chance that an educator needs his understudies to memorize something, he has to facilitate them with the encounter or preparation that bolsters what he wishes his understudies to memorize.

Concerning remote dialect learning, (Brown, 1987) says that foreign dialect learning isn't something accomplished through simple

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steps 13 that can be modified in a speedy do-it-yourself pack. He says assist that no one can tell "How to memorize an outside dialect without truly trying", meaning that the learning of a remote dialect could be a complex process, involving a seemingly infinite number of factors. Moreover, (Brown, 2000) clarifies that outside dialect learning could be a non-native language in one's claim culture with few prompt and widespread opportunities to utilize the dialect inside the environment of one's own culture. He includes that individuals endeavor to memorize an outside dialect for a variety of conceivable reasons. A few individuals learn other dialects basically out of an intrigued in dialects, extending from passing interest to a technical linguistic interest. Others may learn a dialect in arrange to communicate sometime in the not-so-distant future with individuals in another nation. Still, others learn for particular purposes such as an outside dialect necessity or require to gain perusing information in a field of specialization.

In terms of learning English as a remote dialect, there are indeed many reasons causing individuals to memorize English, one of which is for a better life. (Richards ,1987) says that in nations where English is described as an outside dialect, it may be learned as a vital school subject and it is vital to pass an examination in English to enter a college. He also says that a few individuals learn English since it offers many opportunities for the progression of their proficient lives.



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Similarly, (Harmer, 2001) clarifies that English is learned by the greatest number of understudies within the world as an outside dialect, likely since it is on 14 the school educational programs whether they like it or not. A few individuals to want to ponder English since they think it offers a chance for headway in their proficient lives. A few dialect understudies discover themselves living in a target language community (either incidentally or permanently). The students would learn English to outlive in that community. Some of students consider an outside dialect since they are pulled in to the culture of the target dialect community. Those different reasons would give different inspirations in learning English and at the conclusion would influence the learning result of the learners.

**3. Anxiety**

Everybody feels anxious at a few times or another. Fear and stresses are common in children, young people, and indeed for grown-ups. This can be an ordinary part of improvement. For illustration, it is ordinary for a child to be perplexed of the dull or creatures, but when the fear proceeds and the seriousness augments, there's the reason for concern. A few people experience more anxiety than others, over occasions, or things that will not reasonably merit an intemperate sum of stress. Within the school setting, uneasiness is experienced frequently by understudies when being assessed, such as when taking a test or giving an open execution.

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Anxiety as a full of the feeling state is characterized as an awkward emotional state in which one sees a threat, feels frail, and experiences pressure within the confront an expected danger and could be a wide-spread wonder Not as it were it is wide-spread, it could be an exceptionally complex subject. It can show itself in exceptionally distinctive ways. (Spielberger, 1966) as cited by (Chan and Wu, 2004) characterizes uneasiness as "subjective, deliberately perceived sentiments of trepidation and pressure, went with by or associated with enactment or arousal of the autonomic apprehensive system." Anxiety is additionally characterized by (Spielberger, 1983) as cited in Horwitz, Horwitz & Adapt (1986: 125) as a "subjective feeling of pressure, apprehension, nervousness, and stress-related with the excitement of autonomic apprehensive system". To form it less demanding to distinguish the side effects of anxiety, (Muris et al ,2010) specify briefly around the physical symptom of uneasiness. They are hands trembling, sweating, challenges with breathing, bizarre feeling in the chest, heart beating exceptionally quick, feeling exceptionally warm, unsavory feeling in head, feeling queasy, feeling exceptionally mixed up, and obnoxious feeling in the stomach. Understudies are called to be on edge on the off chance that gets two or more of those symptoms.

As expressed in (Mesri, 2012), there are three sorts of perspectives from which investigate ponders on uneasiness are

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conducted. They are characteristic uneasiness, state uneasiness, and situation-specific uneasiness. Characteristic uneasiness, a more changeless mien to be on edge (Scovel, 1978), is seen as an angle of identity. State uneasiness is and reads experienced at a specific minute in time as a reaction to a clear circumstance (Spielberger, 1983). At last, the final of the three sorts, situation-specific uneasiness is related to trepidation interesting to particular circumstances and occasions (Ellis, 1994). Not at all like characteristic and state point of view, has situation-specific viewpoint required the respondents to credit their uneasiness to particular sources. Particular circumstances can offer more understanding of particular uneasiness in different circumstances.

Uneasiness can be either encouraging or weakening (Scovel, 1978) in Chan and Wu, 2004). In learning circumstances, encouraging uneasiness motivates the learner to receive an approachable demeanor and is willing to confront the modern learning errand. On the other hand, weakening uneasiness motivates the learner to expect a shirking state of mind and thus tends to elude from the unused learning errand. The figure of assignment trouble influences the learner to create an encouraging or a weakening uneasiness. When a given task is relatively simple, outside. Dialect uneasiness can be encouraging. In such a circumstance, uneasiness may progress execution through expanded effort. But once the assignment is as well troublesome, uneasiness will disable execution. Therefore, uneasiness seems either



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advantage or disable the dialect learning and performance, and the determinant is errand trouble.

#### **4. Foreign Language Anxiety**

Based on the situation-specific viewpoint, later considers have focused on uneasiness which is particular to dialect circumstances. Agreeing to Horwitz, Horwitz, and Adapt (1986: 131), outside dialect uneasiness belongs to situation-specific uneasiness. Outside dialect uneasiness alludes to the uneasiness that learners may have when they learn an outside dialect.

Outside dialect classroom uneasiness is completely distinctive from other types of tensions and isn't simply a composite of other tensions (Horwitz, Horwitz, & Adapt, 1986). Foreign language anxiety may be a distinct complex of self-perceptions, convictions, sentiments, and behaviors related to classroom dialect learning emerging from the uniqueness of the dialect learning handle (Horwitz, Horwitz, & Adapt, 1986: 128). There are three components of remote dialect uneasiness: communication trepidation, test uneasiness, and fear of negative assessment (Ganschow & Sparkles, 1996).

The primary component of outside dialect uneasiness, communication apprehension, happens in cases where learners need to develop communication skills even though they have developed thoughts and considerations. It alludes to a fear of getting into genuine communication with others. Agreeing to McCroskey's (1978)

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definition, communication dread is an individual's level of fear or uneasiness related to either genuine or expected communication with other people. In an outside dialect classroom, dialect learners' oral assignments incorporate not as it was learning an outside dialect but moreover performing the dialect.

In this manner, communication dread in a remote dialect context is diverse from that in another setting. Verbal communication consists of two components, they are tuning in and talking. Talking is anxiety-provoking in outside dialect exercises (MacIntyre & Gardner, 1991c). (Daly, 1991) and (Youthful, 1986) in (Chan and Wu, 2004) state that most understudies are especially on edge when they have to talk a foreign dialect before their course. As to tuning in, it may be an issue for language learners, as well. Outside dialect learners ordinarily have trouble understanding others. Since the need for control of verbal communication, communication dread develops (MacIntyre & Gardner, 1991d). The moment component, test uneasiness, on the other hand, is an apprehension towards scholastic assessment. It may well be characterized as a fear of falling flat in tests and an obnoxious encounter held by learners in numerous circumstances. (Sarason, 1984) characterized test uneasiness as "the propensity to see with caution the results of insufficient execution in an evaluative situation." Test anxiety might happen when understudies have a destitute performance within the past tests. Understudies create a negative generalization

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about tests and have unreasonable discernments in evaluative circumstances. These students might have unsavory test involvement from either dialect lesson or other subjects, and they transplanted the troubling picture to the display English lesson unknowingly (Chan & Wu, 2000).

Test-anxious understudies may have untrue convictions in dialect learning. These understudies periodically put illogical requests on themselves and feel that anything less than a culminate test execution could be a disappointment (Horwitz, Horwitz, & Adapt, 1986). (Youthful,1991) claims test uneasiness would influence remote dialect learners with moo levels of verbal capability more than those with tall levels of capability. On the other hand, learners encounter more dialect uneasiness in exceedingly evaluative circumstances. Moreover, in a verbal test, it is more complicated since it incites both test uneasiness and verbal communication dread, so test-anxious learners will without a doubt endure stretch and uneasiness regularly.

At last, the final component of remote dialect uneasiness, fear of negative assessment, is watched when remote dialect learners feel incapable of making the correct social impression and it is an apprehension towards assessments by others and shirking of evaluative circumstances. (Watson & Companion, 1969) Chan and Wu (2004: 293) characterized fear of negative assessment as 'apprehension around others' evaluations, trouble over their negative assessments, and the



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desire that others would assess oneself negatively". Although it is comparable to test uneasiness, fear of negative assessment is broader in scope since it isn't limited to test-taking circumstances. In addition to the circumstances of tests, it may take put in any social, evaluative situation such as meeting for work or talking in remote dialect class. MacIntyre and Gardner (1991d) propose that fear of negative evaluation is closely related to communication trepidation. When students are uncertain of what they are saying, fear of negative assessment happens and they may question approximately their capacity to create an appropriate impression.

In an outside dialect setting, negative assessment infers basically from both instructors and their peers since remote dialects require continual assessment by the educator and on edge understudies may moreover be intensely helpless to the assessments of their peers. Understudies with fear of negative assessment might receive the activity of shirking. Subsequently, the understudies perform ineffectively within the dialect classroom settings. Although anxiety may well be encouraging or weakening, it has more noteworthy negative impacts on execution within the remote dialect classroom than the positive one.

#### 5. Teacher strategies in decreasing students' anxiety

The strategies used by these learners in coping with their foreign language anxiety will also be examined. Teach students how

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their brains react to danger, perceived threats, and stress during the reflex response. In any case, Ohata (2005) met seven tall school and college instructors approximately EFL/SL learner uneasiness, and one address inquired approximately their strategies for lessening such feelings. Their reactions are given two major sorts of techniques: (1) 'creating a comfortable classroom environment' and (2) 'instructional strategies that empower understudy involvement'. The previous included giving fun exercises, telling jokes, and playing music; the last mentioned was centered around inquiring open-ended questions, advancing bunch work, setting reasonable desires, and recasting students' blunders.

Horwitz (2017, p. 42) fights that the two strategies 'will stay the most excellent options.' Separated from these means, the last-mentioned especially empowers the educator to reveal and talk about the issue of dialect uneasiness within the classroom so that students can recognize its presence and its broad nearness and the requirements for adopting procedures. The learners' mindfulness of their brain research can offer assistance them way better get it themselves and oversee their feelings in learning when they are positive or negative. Strategies like these, as they are, apparently point to address the uneasiness in its exceptional sources rather than provocative circumstances per se, which seemingly illustrates the teacher's awareness of L2 uneasiness and endeavor to relieve or restrain it

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sometime recently it creates. There are teachers' strategies in managing students' anxiety:

a. Peer group

A peer group is a group of individuals or entities that share similar characteristics and interests among one another. Peer groups, in the case of people, have characteristics that include similarities like socio-economic status, level of education, ethnic background, and so on among its individual members. This strategy, the students divided into some groups. So, the teacher gives them a topic to discuss with their group. The students discuss in their group, while the teacher around from one group to another group maintain order, and give motivation and help so that each member of the group actively, and so the discussion went well. After they have done, so the teacher points one of every group to presentation in front of the class and the other group is give comments. The teacher allowed students to discuss it. After they finished discussing it, they would have a chance to present it in front of the class. Based on the observation above this strategy is to make the students will feel more comfortable when they learn in groups than work individually. If they do not understand the meaning of the instruction and less knowledge, they can share with their friends, so they will not feel anxious in making mistake when they learn. This strategy used by



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the teacher to make the students has a confidant to give opinions in the discussion.

b. Games

The second strategy is games. By playing a game, students may be able to understand to find a concept or idea during learning english. besides that, it can be take on a different perspective, or experiment with different options or variables. When the teacher used the traditional tool in this game. In this game, the teacher divides the students into some groups. The teacher uses pieces of paper that there is a topic or question. then, the teacher put the questions in the topless and the topless run during the students singing, when the music stops the students took one question or topic in topless and the students will read the questions and answer it by using English and the games repeated until the end. This strategy helps the students because the students feel enjoy in following this lesson. This strategy is used to put students in a positive mood and make them less tense to join some activities in the classroom. And also the teacher used this game to stimulate students to speak. The teacher created a simple game to motivated students in learning speaking and make them active in class. The result was students were happy, fun, and easy to follow the lesson and this strategy is effective to students. These strategies are used to put students in a positive mood and make them less tense to join

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some activities in the classroom. When they feel happy and relax, they can receive the information well without feeling anxious about the condition or problems in learning.

Krathwohl, Bloom, and Masia (1973, p.18) state that "Each man's home is his castle, and his interests, values, beliefs, and personality may not be scrutinized unless he voluntarily permits to have them revealed". When this point is considered in terms of EFL classrooms and learners, teachers should have the ability to pass through the borders of the learners, and find what they hold inside, as long as the purpose is to recognize their opinions and feelings which influence their approach to the learning process. Wright (1988) talks about the mutual collaboration between instructors and students in the learning process. Assisting the learners to develop constructive feelings for studying English is an anticipated responsibility of the instructor. Because the moods of the learners could be altered, as the chief person in charge, the instructor should search for the grounds behind pessimistic feelings for English, and then assist the learners in managing such unconstructive thoughts (Çakıcı, 2001). Similarly, in his study, (Cutrone, 2001) states that students' holding positive stances about English has a connection with the characteristics of the instructors in general; thus being polite and encouraging to novice learners, talking about themselves and the learners, could lead the learners to possess constructive

feelings for the instructor. As is clear from the reviewed literature, teachers have a significant role in anxiety and attitudes while teaching English.

## B. Relevant Research

Some researchers assume that "foreign language anxiety is more than that relevant to language learning among adults" (MacIntyre & Gardner, 1991) and might make studies of the role of anxiety among children rare. Related by (Bashosh, et al., 2013; Mesri, 2012; Clouds, et al., 2010; Park, 2007; Marwan, 2007; Aida, 1994; Ganschow et al., 1994) or secondary school level (Ganschow & Sparks, 1996; Chang, 1999; Liao, 1999), The researchers found that Over the past years, there has been a lot of research on students Foreign language anxiety and strategies for overcoming student anxiety, but most of them focus on the college level

The next research by Chan and Wu (2004) also researched FLCA (Foreign Language Classroom Anxiety) but they focused on Elementary School level. The purposes of the study were to investigate the foreign language anxiety level of EFL primary school learners in Taiwan; to find out to what extent foreign language anxiety is correlated to students' English learning experience and English achievement, and to figure out the sources of students' foreign language anxiety and anxiety-provoking situations. The population of the study was all fifth graders in 205 elementary schools of Taipei County. All the 601 students from the 18 classes were the participants answering the questionnaires. To have a



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further understanding of the students' foreign language anxiety, 18 high-anxious students were selected as the interviewees according to their scores in the questionnaires. Besides, all 9 English teachers were interviewed, too. In this study, questionnaires, interviews, classroom observations, and document collection were applied as instruments. One of the questionnaires used was FLCAS by Horwitz, Horwitz, & Cope (1986).

This research is about the analysis of teacher strategy to decreasing student's anxiety in English classrooms at senior high school students. So far it hasn't been studied, as far as I know. However, there have been some previous studies on foreign language class anxiety in the English teaching and learning process, and strategies for overcoming anxiety in universities with different goals. There was a study about FLCA (Foreign Language Classroom Anxiety) carried out by Mesri (2012). He took the location at Salmas Azad University in Iran. The subject of this study was college students which consist of 52 (20 male and 32 female) Iranian EFL students taking part in Salmas Azad University. The study was about investigating the relationship between EFL learners' Foreign Language Classroom Anxiety (FLCA) about gender. The data were gathered through a questionnaire: The Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986).

The next by by Danah Abdulrazzak Al-Duwaile (2014) the research about The Effectiveness of Using Specific Teaching Strategies in Reducing EFL Learners' Speaking Anxiety, this research was conducted at

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AL-Imam Muhammad Ibn Saud Islamic University, Saudi Arabia. This research focuses on the effectiveness of the use of strategies carried out at the university.

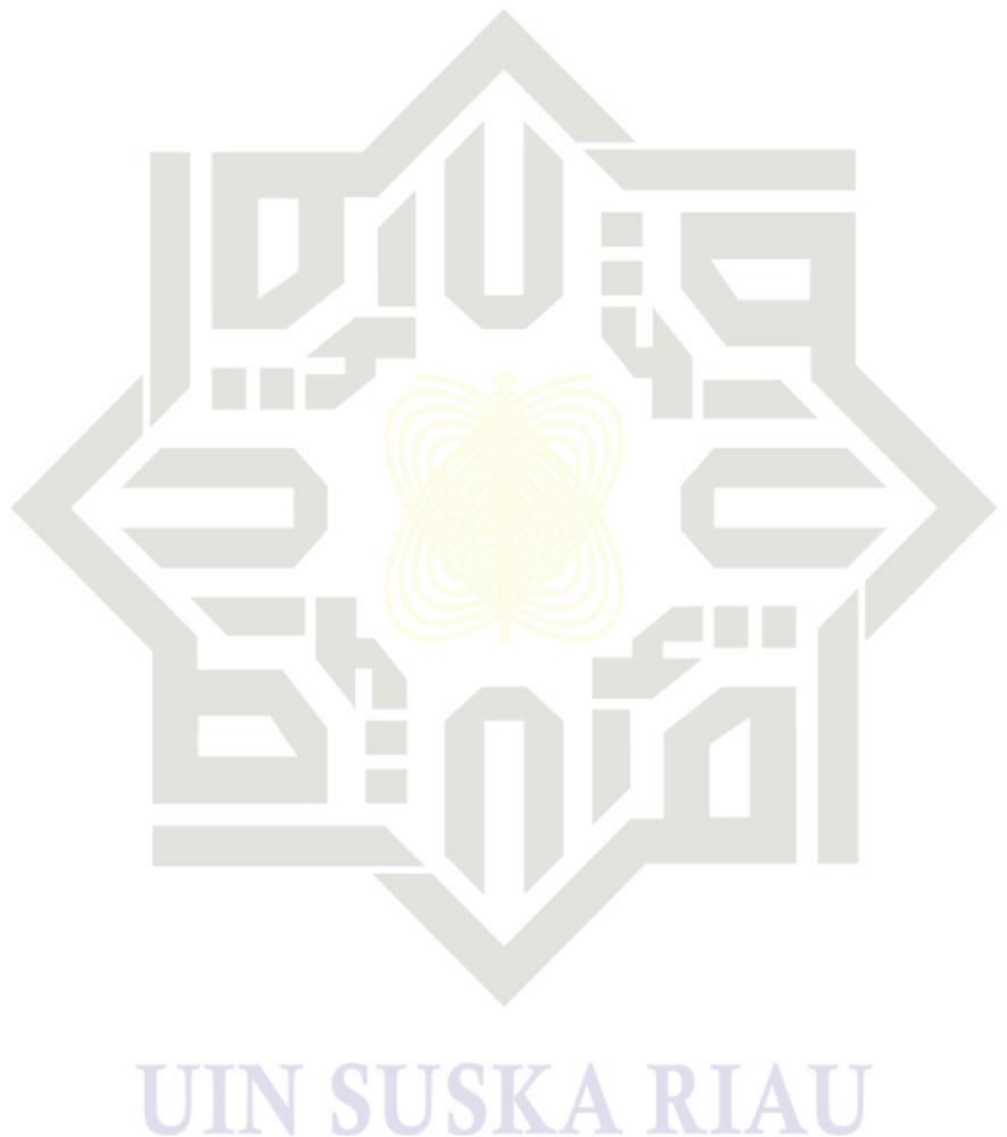
The result of the previous researcher is that not many researchers have examined the teacher strategy to decreasing student's anxiety at the high school level. Previous studies have focused much of their research on student anxiety and the effective use of teaching strategies. For student anxiety research has been widely used by previous researchers, especially in Indonesia, most subjects used are students, while research on the effectiveness of the use of teacher strategies uses a lot of subjects in universities.

In the conclusion of several previous studies, it can be seen that there are only a few researchers who research teacher strategies to decreasing students' anxiety in English classrooms, and also not many or still very few studies that examine using high school students as the subject. Therefore, the researcher wants to examine the teacher strategy to decreasing students' anxiety at SMA N 1 Singingi.

### C. Conceptual Framework

Conceptual Framework is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. The phenomenon is teachers' strategies in decreasing students' anxiety at SMAN 1 Singingi. In this research, the conceptual frameworks above are to generate an understanding of teachers' strategies

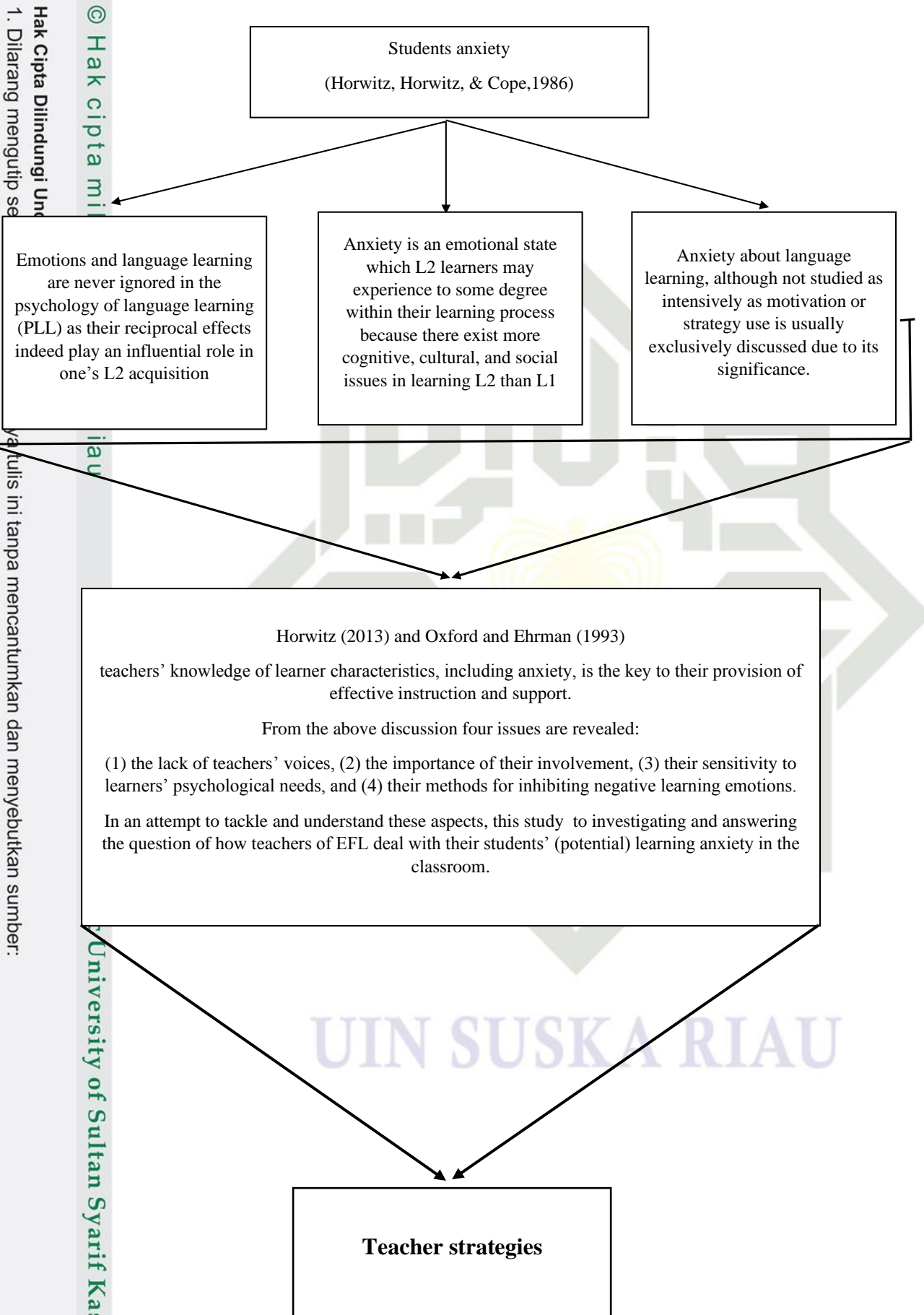
in decreasing students' anxiety and the theoretical frameworks are needed as the foundation to address the method of the research in this research. Therefore, teachers' strategies in decreasing students' anxiety at SMAN 1 Singingi was conceptualized into the following theoretical frameworks.



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**Teacher strategies**

**Games**  
(Saunders and Crookall, 1985)

**Decrease students anxiety**

**Peer Group**  
(Kang, 2006)

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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

The design of the research is descriptive qualitative research. According to Creswell, (2012) stated that qualitative research is type of education research in which the research consists of collecting data using form with general, emerging question, gathering word or image data, and collecting data from small number of individual or sites. In another definition According to Aliaga and Gunderson (2002), Quantitative research is Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).

The process of designing a qualitative method is to explore information about the strategies for decreasing student anxiety. Besides that, the researcher describes and get information about teaching strategies. The researcher concluded that a case study is a research to investigate detailed information about Teacher's Strategies in Decreasing Student's Anxiety,

#### B. Location and time of the research

This research was conducted at SMAN 1 Singingi which is located Jl. Jend. Sudirman NO. 175, Muara Lembu, Kec. Singingi, Kab. Kuantan Singingi Prov. Riau . This research was conducted in September 2020-November 2020.



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### C. Subject and objective of the research

The subject of this research is English teacher of SMAN 1 Singingi and The object of this research is teacher's strategies in decreasing students' anxiety in the English classroom at SMAN 1 Singingi.

### D. Polulation and Sample

The population of this research was the English teacher in SMAN 1 Singingi. The table below showed the total number of English teacher at SMAN 1 Singingi.

**Table III.I**  
**Population of the Research at Senior High School 1 Singingi**

No	Name	Graduated	Experience
<b>1.</b>	<b>Neni Yarispa,S.Pd</b>	<b>Bung Hatta University</b>	<b>Mrs.Neni have taught for 18 years</b>

Based on the population, the researcher took the sample of the populations in this research based on purposive sampling. According to Creswell (2007), purposeful sampling is synonymous with qualitative research. This is because the researcher can select participants and research sites that are associated with the phenomenon and research problem being studied. There searcher needs to decide who or what is representative of the phenomenon being studied and how many sites or participants need to be included in the study in order to explore the research problem.

In this specific research, the sample was an English teacher named Neni Yarispa, S.Pd, she was born in 15 August 1971. She has been

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teaching for 18 years. After graduated from Bung Hatta University. She is one of the certified teacher in SMAN 1 Singingi.

**E. The technique of Data Collection**

To collect the data in this research, the researcher was used Interview. Survey research using interview methods can be carried out to a group or individually. On research with individual interviews, this is more successful if the researcher feels challenged or challenged to explore problems with limited information (Darmadi, 2011) whereas if using interviews with groups, will make it possible interaction between group members and researchers, so produce a better picture of the state of the subject or the object under study (Darmadi , 2011)

The interview is a data collection technique done through conversation and question and answer, both directly and indirectly with the respondent to reach the goal certain (Zainal Arifin, 2011: 233). Interview this research to grade XII English teachers and form of questions using structured questions to respondents can answer according to what is contained in the question Interview.

**Interview's Guideline Questions:**

1. Are there still students who have difficulty in understanding English learning?
2. What difficulties do students experience during the learning process?
3. What are the factors that cause students' difficulties in the classroom?
4. How do teachers deal with students' anxiety in learning English?

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5. What are the strategies used to help students understand the material?
6. Do teachers use peer group strategies or games in the learning process?
7. Which strategy is more effective to use in the learning process?

**F. The technique of Data Analysis**

The technique that the researcher used in the interview. The interview could be structured, semi-structured. O'Leary (2004, p.164) stated that these interviews were neither fully fixed nor fully free and were perhaps best seen as flexible. The interview generally started with a defined questioning plan but pursued a more conversational style of interview that might see questions answered in order more natural to the flow of conversation. In this case, the researcher provided the interview guide question, but the questions could be added depending on the interviewees' answers. So, it did not only focus on the interview guide questions.

The questions covered specifically, apart from their experiences with anxious learners, the teachers needed to recollect their approaches to learner anxiety in the EFL classroom, i.e. 'Do you try to help students reduce learning anxiety in the English classroom?'. For the interview, the researcher used personal narrative inquiry, semi-structured interview guides, and voice recorders to conducting it. After all the interview data collected, the researcher transcribed the data. Therefore, there are five instruments of collecting data used in this research as a video, some photos, semi-structured interview guides, and voice recorder.



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To analyze the interview data there are three phases according to the model of Miles and Huberman (1994, pp. 10-11) those are data reduction, data display, conclusion drawing, or verification. Data reduction was defined as the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up transcription. After data collection proceeded, the next was data reduction (summarising the data, coding, determining the theme and pattern of the data, and discarding unnecessary data). In this case, the researcher reduced, summarised, and coded the students' answers to interview questions about her experience in using a blog as a learning tool for a writing activity. Displaying the data means to present the data. So that it was easier to understand what was happening and to plan the next step based on the understanding. In qualitative research, the data could be present in the forms of charts, explanation diagrams, narrative graphics, network, etc.

The third phase of analyzing qualitative data according to Miles and Huberman (1994) was conclusion drawing and verification. It meant drawing meaning from displayed data or explained the meaning of the data.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This chapter presents the conclusion and suggestion based on finding and discussion of the data analysis.

Based on the results of research that has been done regarding strategies teachers in overcoming student anxiety in learning English in the classroom can be concluded that the teacher applies several strategies to relieve anxiety in learning English in the classroom. The teacher applied two ways of strategies: Peers' support in outreach and use of group work. Harnessing peer influence. 'Immediacy' and 'community' are at the core of this strategy to run smoothly.

#### B. Suggestion

Although this study was conducted with a small number of participants in a short period of time, these findings provide some useful information that teachers and stakeholders can use to improve the quality of teaching in English classrooms.

Based on the results of this study, there are several suggestions that can be made to reduce anxiety in English classrooms.

1. Teacher must should guard against anxiety. This study shows that teachers' awareness of student anxiety is still lacking.

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2. Students should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridiculed them.
3. For further researchers to enrich aspects related to student anxiety in English in the classroom. First, because the number of subjects in this study is only limited to one classroom, it is better if future research is carried out on a larger scale, so that there will be more learning. Perspectives abroad and various subjects.



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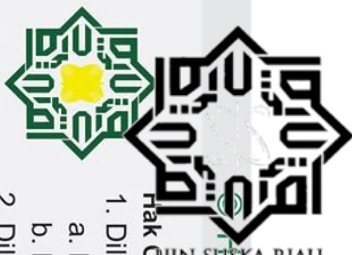
# APPENDIX 1

## Recommendation Letters

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كلية التربية والتعليم

**FACULTY OF EDUCATION AND TEACHER TRAINING**

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

Tenis yang dibimbing : Skripsi  
a. Seminar usul Penelitian :  
b. Penulisan Laporan Penelitian :  
Nama Pembimbing : Dr. Faurina Anastasia, S.S., M.Hum.  
a. Nomor Induk Pegawai (NIP) : 19810611 200801 2017  
Nama Mahasiswa : Darmiana Aznur  
Nomor Induk Mahasiswa : 11714202370  
Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	4 November 2020	Instrument		
2.	15 Desember 2020	Revising Chapter III		
3.	17 Desember 2020	Revising Chapter IV		
4.	20 Desember 2020	Revising Chapter IV And Chapter V		
5.	25 Desember 2020	Revising grammar, Punctuation and Conjunction, Cheking Appendices.		
6.	26 Desember 2020	Approved For Munaqasah Examination		

UIN SUSKA RIAU

Pekanbaru, 05 Januari 2021  
Pembimbing,

Dr. Faurina Anastasia, S.S., M.Hum.  
NIP. 19810611 200801 2017

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Nomor : Un.04/F.II.4/PP.00.9/8897/2020  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 10 Agustus 2020

Kepada  
Yth. Kepala Sekolah  
SMAN 1 SINGINGI  
di  
Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DARMIANA AZNUR  
NIM : 11714202370  
Semester/Tahun : VI (Enam)/ 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III  
  
Dr. Drs. Nursalim, M.Pd.  
NIP. 19660410 199303 1 005

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Nomor : Un.04/F.II/PP.00.9/9368/2020  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 26 Agustus 2020 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru


*Assalamu'alaikum warahmatullahi wabarakatuh*  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DARMIANA AZNUR  
NIM : 11714202370  
Semester/Tahun : VI (Enam)/ 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The analysis of teachers strategies in decreasing students anxiety at SMA N 1 Singingi  
Lokasi Penelitian : SMAN 1 SINGINGI  
Waktu Penelitian : 3 Bulan (26 Agustus 2020 s.d 26 November 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
Dekan  
  
Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP. 19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau

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Lamp. : -  
Hal : *Pembimbing Skripsi*

Pekanbaru, 13 April 2020

Kepada  
Yth. Dr. Faurina Anastasia, M.Hum.

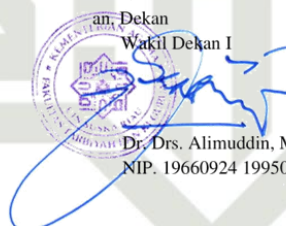
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : DARMIANA AZNUR  
NIM : 11714202370  
Jurusan : Pendidikan Bahasa Inggris  
Judul : The analysis of teachers strategies in decreasing students anxiety at SMA N 1 Singingi  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m  
an, Dekan  
Wakil Dekan I  
  
Dr. Drs. Alimuddin, M.Ag.  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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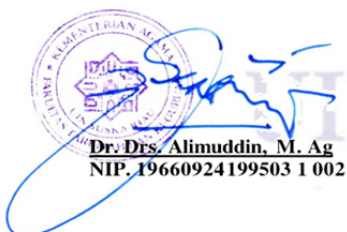
**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Darmiana Aznur  
Nomor Induk Mahasiswa : 11714202370  
Hari/Tanggal Ujian : Senin/ 15 Juni 2020  
Judul Proposal Ujian : The Analysis Of Teacher's Strategies In Decreasing Student's Anxiety  
At SMA N 1 Singingi  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran  
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Darmiana Aznur 11714202370	PENGUJI I Harum Natasha, M.Pd  PENGUJI II Muhammad Taufik Ihsan, M.Pd		

Mengetahui,  
a.n. Dekan  
Wakil Dekan I

Pekanbaru, 09 Juli 2020  
Peserta Ujian Proposal



Dr. Drs. Alimuddin, M. Ag  
NIP. 19660924199503 1 002




Darmiana Aznur  
NIM.11714202370




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**DINAS PENDIDIKAN**  
**SMA NEGERI 1 SINGINGI**  
*Jl. Jend. Sudirman No. 175 Muaralembu Kec. Singingi 29563*  
 Email : smansasimulem@gmail.com  
 NSS : 3010 91403001 NIS : 300 180 NPSN : 10403691  
 Akreditasi A



---

**SURAT KETERANGAN MELAKSANAKAN RISET/PENELITIAN**  
 Nomor: 171/005/SMA.01/09/2020

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Singingi Kecamatan Singingi Kabupaten Kuantan Singingi menyatakan bahwa :


Nama	: DARMIANA AZNUR
NIM	: 117142023700
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Alamat	: Pekanbaru

Pada dasarnya mahasiswa tersebut sudah melaksanakan Riset/penelitian di SMA Negeri 1 Singingi Kecamatan Singingi Kabupaten Kuantan Singingi dengan judul **"THE ANALYSIS OF TEACHERS DECREASING STUDENTS ANXIETY AT SMA NEGERI 1 SINGINGI"**.


Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Muaralembu, 1 Oktober 2020

Kepala Sekolah,



**MASWANDI, S.Pd., M.Pd**  
 NIP. 19720606 200501 1 008





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**PEMERINTAH KABUPATEN KUANTAN SINGINGI**  
 DINAS PENANAMAN MODAL PELAYANAN TERPADU SATU PINTU DAN TENAGA KERJA  
 KOMPLEK PERKANTORAN PEMERINTAH KABUPATEN KUANTAN SINGINGI  
 Telepon (0760) 2524242 Fax (0760) 2524242 Kode Pos 29562  
 Email : dpmptptk@kuansing.go.id Website : https://dpmptptk.kuansing.go.id  
 TELUK KUANTAN

### REKOMENDASI

Nomor : 313/DPMPTSP.PNR/1.04/02-02/2020

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN TUGAS AKHIR**

Kepala Dinas Penanaman Modal Pelayanan Terpadu Satu Pintu dan Tenaga Kerja Kabupaten Kuantan Singingi, setelah menerima Surat Rekomendasi dari PTJAL PENANAMAN MODAL PELAYANAN TERPADU SATU PINTU PROVINSI RIAU Nomor 503/ DEMK/SP/ NON-IZIN-RISET/ 35477 Tanggal 24 SEPTEMBER 2020.

Dengan ini memberikan Rekomendasi kepada :

Nama : **DARMIANA AZNUR**  
 NIM : **117142023700**  
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**  
 FAKULTAS TARBIAH DAN KEGURUAN UIN SUSKA RIAU  
 Jenjang Pendidikan : **S1**  
 Alamat : **PEKANBARU**  
 Judul Penelitian : **THE ANALYSIS OF TEACHERS STRATEGIES IN DECREASING STUDENTS ANXIETY AT SMA N.1 SINGINGI**  
 Untuk melakukan Penelitian di : **SMA N.1 SINGINGI KECAMATAN SINGINGI KABUPATEN KUANTAN SINGINGI**

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan riset / pra riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan riset / pra riset dan pengumpulan data ini berlangsung selama 3 (tiga) bulan terhitung mulai tanggal rekomendasi ini dibuat.
3. Hasil riset / pra riset dan pengumpulan data dilaporkan kepada Bupati Kuantan Singingi melalui Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi.

Demikian rekomendasi ini diberikan agar digunakan sebagaimana mestinya, dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan riset / pra riset ini, dan terima kasih.

Dikeluarkan di : Teluk Kuantan  
 Pada Tanggal : 30 September 2020

Ditandatangani Secara Elektronik oleh :

Pt. Kepala Dinas Penanaman Modal  
 Pelayanan Terpadu Satu Pintu dan Tenaga Kerja  
 Kabupaten Kuantan Singingi

**MARDANSYAH S.Sos. MM**  
 Pembina Tk. I, IV/b  
 NIP. 19750806 200012 1 001



Tembusan : disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi di Teluk Kuantan,
2. Instansi terkait;
3. Arsip.

UIN SUSKA RIAU





**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
 Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPTSP/NON IZIN-RISET/35477  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 04/F/PP.00.9/9368/2020 Tanggal 26 Agustus 2020**, dengan ini memberikan rekomendasi kepada:

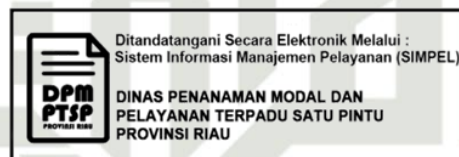
1. Nama	: DARMIANA AZNUR
2. NIM / KTP	: 117142023700
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: <b>THE ANALYSIS OF TEACHERS STRATEGIES IN DECREASING STUDENTS ANXIETY AT SMA N 1 SINGINGI</b>
7. Lokasi Penelitian	: MAN 1 SINGINGI

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 24 September 2020



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kuantan Singingi  
 Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Telukkuantan
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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Cipta Dilindungi Undang-Undang

State Islamic University of Sultan Syarif Kasim Riau

# APPENDIX 2

Transcript of Interview

UIN SUSKA RIAU

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## TRANSCRIPT OF INTERVIEW

### Researcher

Apa kesulitan yang di alami oleh peserta didik pada saat pembelajaran berlangsung?

### Teacher

Kesulitan yang di alami oleh peserta didik saat belajar bahasa inggris di kelas yaitu mereka selalu kesulitan dalam berbagai hal seperti persentasi di depan kelas, maupun dalam hal diskusi bersama teman menggunakan bahasa inggris.

Faktor apa yang menyebabkan kesulitan itu terjadi?

Yaa menurut saya, salah satu faktor yang membuat mereka seperti itu adalah rasa cemas yang terlalu mendalam yang membuat mereka berfikiran tidak bisa melakukannya, padahal jika mereka PEDE dengan kemampuannya , mereka bisa.

Apa reaksi siswa ketika tidak dapat memahami materi yang ibu sampaikan?

Mereka kebanyakan yes dan diam.

Apa siswa menyukai pembelajaran Bahasa Inggris?

Suka,

Untuk mengatasi semua masalah yang dihadapi di dalam kelas tentu ibu memiliki beberapa strategi bukan, sya ingin bertanya tentang strategi yang ibu gunakan di saat mengajar di dalam kelas?

Ya saya punya beberapa strategi untuk mengajar di kelas terutama untuk mengatasi rasa cemas siswa sya, sya menyebutnya dalam 3 tema. Yaitu : 1. membuat siswa lebih siap dalam mengerjakan tugas, 2. membuat siswa saling membantu dalam hal memahami materi 3. menghambat emosi negatif pada siswa selama proses pembelajaran

Saya ingin bertanya tentang 3 tema, yaitu yang pertama bagaimana cara ibu, atau strategi apa yang ibu gunakan untuk membuat siswa lebih siap dalam mengerjakan tugas, ulangan ataupun tantangan yang diberikan?

Ada dua point disini, yaitu (1) 'penyediaan informasi 'dan (2)' memberikan lebih banyak waktu persiapan / latihan '.

Jika memang ada kebutuhan, saya akan [berkata] 'Silakan duduk'. Saya akan langsung memberi tahu mereka, misalnya, 'Saya akan

kembali untuk menanyakan



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Anda lagi setelah beberapa menit atau semua orang selesai '. Artinya, saya memberi mereka lebih banyak

waktu, dan biarkan mereka melihat bagaimana orang lain melakukannya.

Saya membiarkan mereka merasa bahwa mereka terhindar dari rasa malu. Misalnya, terkadang saya bertanya kepada mereka 'Lakukan

Anda masih perlu beberapa menit [lagi] atau Anda masih perlu memikirkannya? "

Saya akan mengatakan 'Kamu bicara nanti atau kamu pergi dan lepaskan emosi kamu dulu' atau saya akan mengatakan 'Tenang'. saya tidak akan terlalu tegas kepada mereka dan berkata, misalnya, 'Anda harus berbicara sekarang'.

Yang kedua yaitu, bagaimana cara ibu atau strategi apa yang ibu gunakan untuk membuat siswa saling membantu dalam memahami materi?

Saya membuat mereka dalam berkelompok. Biasanya, saya membantu mereka

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semaksimal mungkin. Cara terbaik adalah kerja kelompok. Saat bekerja sendiri, mungkin terkadang mereka tidak bisa menyelesaikannya sendiri. Jika situasinya memungkinkan, saya menggunakan kerja kelompok sebanyak mungkin. Kemudian, [mereka dapat] meminta teman sekelas mereka untuk membantu mereka... Saya pikir mereka relatif kurang cemas dengan cara itu.

---

[Saya] juga memanfaatkan tekanan teman sebaya. Maksud saya, saya mungkin ingin mereka melakukan kerja kelompok dan keluar untuk menulis Sesuatu yang terkadang tidak ingin mereka tulis atau sejenisnya [atau] dirasa membosankan di kelas. Namun,

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ketika bekerja sebagai kelompok, orang lain akan mempengaruhi mereka. Mereka akan merasa 'Oke, ayo kita lakukan bersama lalu '... Saya jarang membuat mereka merasa kursus ini sangat menegangkan.

Yang ketiga yaitu, apa strategi yang ibu gunakan untuk menghambat emosi negatif pada siswa selama proses pembelajaran?

: [Ketika mereka tidak dapat menjawab atau berbicara,] Anda dapat menggunakan beberapa pertanyaan untuk membimbing mereka menjawab Anda pertanyaan. Kemudian, mereka tidak perlu berbicara sendiri dari awal hingga akhir. Atau untuk Misalnya, saat mereka mendeskripsikan sebuah insiden, saya perlu menebak apa yang ingin mereka katakan. Kalau begitu, saya butuh untuk bertanya kepada mereka 'Apakah Anda mencoba mengatakan ini dan itu?' Mereka biasanya merasa semua yang Anda katakan



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bermanfaat. Mereka akan katakan 'ya' untuk Anda. Kemudian, Anda cukup memberi tahu mereka untuk mengulanginya sendiri.

Mereka berkata 'Guru, bagaimana saya menjawab ini? Saya tidak mengerti'. Hanya saat aku berjalan-jalan,

mereka akan bertanya kepada saya, dan saya akan memberi mereka petunjuk atau memberi tahu mereka jawabannya... Saya tahu terkadang mereka bertindak

seperti ini... Ketika mereka bersiap, Anda berjalan berkeliling untuk melihat apakah mereka [memiliki beberapa kosong] terisi

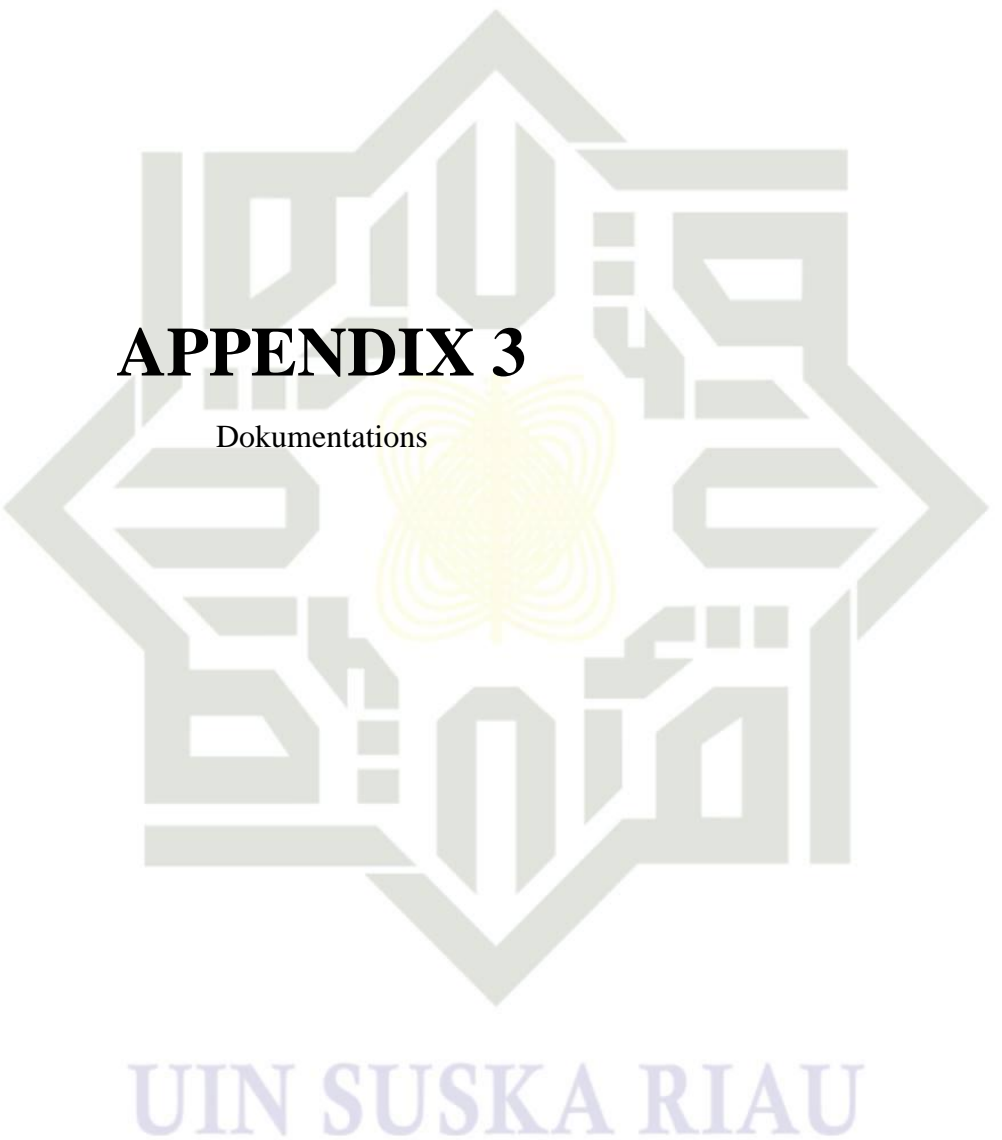
tidak ada. Lalu, Anda berkata kepada mereka... 'Apakah Anda butuh bantuan?'.

Setelah mereka mencoba sekali atau dua kali,

[mereka tahu bahwa] guru memang membantu mereka sehingga mereka berani [meminta bantuan saya].

# APPENDIX 3

Dokumentations



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## CURRICULUM VITAE

**Darmiana Aznur**, was born on Oktober 21<sup>th</sup>, 1999 in Muaralembu, Riau. She is the thrid daughter from Aldius and Nur Elida. She has a brother, his name is Darlius Asnur and she has a sister Elidarti Asnur. She lives at Jendral Sudirman street, Muaralembu, Riau.

The writer had finished her study at SDN 002 Muaralembu, Muaralembu (2005-2011), then she continue his study in SMPN 1 Singingi (2011-2014), and she continued at SMAN 1 Singingi (2014-2017). Then in 2017, she continued her study at State Islamic University Sultan Syarif Kasim of Riau at English Education Department, Facultry of Education and Teacher Training. On October 2020, she was doing teaching practice (PPL) in SMA Islam As-Shofa Pekanbaru, and KKN (Kuliah Kerja Nyata) in Pangkalan Indarung Village, Singingi district, Kuantan Singingi Regency on Agustus 2020.

She followed the final examination of his thesis which entitled: The Analysis of Teacher's Strategies in Decreasing Student's Anxiety at SMA N 1 Singingi at Senior High School Singingi, on April 26<sup>th</sup>, 2021. She passed her final examination and got her Bachelor Degree of English Education Department at Islamic University Sultan Syarif Kasim of Riau.

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